[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

2009 [illegible]

[illegible]

[illegible]

[illegible]

[illegible] 2009

[illegible] (320) [illegible] 2009 /2008 [illegible]

[illegible] (3.78) [illegible] (4.00) [illegible] (3.77) [illegible] (3.56) [illegible]

[illegible]

Abstract

Organizational Commitment of the Members of Faculty at Private Universities in the Sultanate

Mariam Salem Hamdan Al-Hamadani

Mu'tah University, 2009

This study aimed to measure the degree of organizational commitment of the academic faculty at private universities in the Sultanate. It also aimed to measure the influence of a number of variables on faculty's commitment and these are: academic qualifications, years of experience, the work place and the nationality. The research method used in this study was a questionnaire that proved to be valid and reliable. The research sample consisted of all members of the academic faculty at three private universities in the Sultanate: Sohar, Nizwa and Dhofar. The number of participants was (320) members of the faculty teaching throughout the academic year 2008/2009.

The results of the study demonstrated a high level of commitment which was (3.78). Different domains of commitment also received a high rate and these were: the ethical commitment domain (4.00), the affectionate commitment domain (3.77) and commitment continuity domain (3.56). The results also showed that there was a correlation between the degree of commitment and the years of experience of the participants. However, there was no significant correlation between the degree of commitment and the other variables which are the academic qualifications, the work place and the nationality.

Based on the results of the study, the researcher recommends that organizational commitment of academic faculty should be reinforced in the public university and colleges and all other educational institutions. This could be achieved through learning from the experience of private universities in this field. Also, faculty members should be encouraged to maintain higher levels of commitment through different forms of incentives. The researcher also recommends that further studies of the same subject should be conducted covering more communities and variables

1.1

2.1

- 1
- 2

3.1

- 1
- 2
- 3

- 4

4.1

- 1

- 2

5.1

.(2006

6.1 :

2009 - 2008

[illegible]
[illegible] 2004) [illegible].

[illegible]

[illegible] 1.2:

[illegible]

[illegible] (Shelton, 2002) [illegible]

(Steers,1977)

(Cook and Wall)

(2002

(Porter)

(1988

(1997

(2005

(2004

(2003

3.1.2

(2004

[illegible]

.(2007 [illegible]) [illegible]

[illegible]

.(1997 [illegible]) [illegible]

[illegible]

4.1.2

1.4.1.2

.(2004

[illegible]

[illegible] 2.4.1.2

[illegible] (2004 [illegible]) [illegible] (1997 [illegible]) [illegible] (1997 [illegible]) [illegible] (2002 [illegible]) [illegible]

[illegible]

[illegible]

[illegible]

5.1.2 [illegible]:

[illegible] :(2002 [illegible]

1- [illegible].

2- [illegible].

3- [illegible].

4- [illegible].

5- [illegible].

6- [illegible].

[illegible]

(2003

1.2

(1997

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible] (1999 [illegible] (Buchanan) [illegible] 1974 [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

7.1.2

(2003

:(2002

- 1

- 2

- 3

- 4

- 5

(1960 ... (1998 ...

(Meye , Allen and Smith , 1993) ...

(Affective)

(Allen and Meyer, 1993) ...

(Normative)

.(1997

.(2003

.(1998

.(1999

:(Continuance)

.(1998

.(1998 1999

.(1998 2000 1997 1993

[illegible]

[illegible] 8.1.2

[illegible] (1977 [illegible]

1.8.1.2

(1

(1998 (Salanikc)

(1997

[illegible] - 2

[illegible].

[illegible] - 3

[illegible].

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible] 1999 [illegible]

.(1993 [illegible] 1997

[illegible]

[illegible] (1993 [illegible]

[illegible] (Flynn,2001) [illegible] .(1999 [illegible]

[illegible]

.[illegible]

:[illegible] (3

[illegible]

[illegible]

[illegible]

(1999 ...

(Flynn,2001) ...

[illegible]

5) [illegible]

[illegible]

6) [illegible]

[illegible]

.(1999 ...)

(1997 ...

[illegible]

[illegible]

[illegible] (2002 [illegible]) [illegible] (1997 [illegible]) [illegible]

[illegible]

[illegible] 7

[illegible] (2002 [illegible]

[illegible]

[illegible] 2.8.1.2

[illegible] (Staw, 1982) [illegible]

(1997

(2007

(2002

- 1

- 2

- 3

(2002 (Hackman, 1976)

- 1

- 2

- 3

- 4

- 5

.(2002

(1997

.(2002

(Dunham, 1994)

(2002

(Dunham, 1994)

3.8.1.2

.(1997

2007

(Welsch and Lavan,1981)

(Marsh and Mannari,1977)

(Kalleberg)

.(1997

(2002

(Buchanan)

- 1

2 - [illegible]

[illegible]

3 - [illegible]

[illegible]

4 - [illegible]

[illegible]

[illegible]

[illegible]

5 - [illegible]

[illegible]

2.2 [illegible]:

[illegible]

1.2.2 [illegible]:

[illegible] (1992 [illegible]) [illegible]

[illegible] (205) [illegible]

[illegible]

(1035)

(2006

235)

(2007)

(46)

2.2.2

(Mayer and Allen,1991)

(192)

(James, 1992)

(400)

(Price, 1992)

(462)

(15-4)

(Rosemary, 1995)

(138)

(Deloria,2001)

(85)

(131)

[illegible]

[illegible] (Shelton 2002) [illegible]

[illegible] (300) [illegible]

[illegible]

[illegible] (Schroder, 2003) [illegible]

[illegible] (Coberly 2004) [illegible]

[illegible] (240) [illegible]

[illegible] (Kaiser 2005) [illegible]

[illegible] (213) [illegible]

(Taylor 2005)

(238)

60

(Joseph,2006)

(Andro, 2006)

[illegible] (NCAA) [illegible]

[illegible]

[illegible]

[illegible] (Shelton 2002) [illegible] (Mayer and Allen,1991) [illegible]

.(2007 [illegible]) (1999 [illegible]) (2001 [illegible]

[illegible] (Taylor 2005) [illegible] (Schroder,2003) [illegible]

1.3 :

2.3 :

(320) ... /2008 ... 2009 ... (300) ... (295) ... 6 ... %90.03) ... (289) ... .(1)

(1) [illegible]

[illegible]

[illegible]	[illegible]		[illegible]		[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]	
93	18	19	13	43	[illegible]
132	10	48	11	63	[illegible]
95	29	27	21	18	[illegible]
320	57	94	45	124	[illegible]

(2) [illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]
45.6	136	[illegible]	[illegible]
54.4	162	[illegible]	
17.8	53	[illegible] 5 [illegible]	[illegible]
31.9	95	[illegible] 10 [illegible] 6 [illegible]	
12.8	38	[illegible] 15 [illegible] 11 [illegible]	
17.4	52	[illegible] 20 [illegible] 16 [illegible]	
20.1	60	[illegible]	
28.5	85	[illegible]	[illegible]
29.2	87	[illegible]	
42.3	126	[illegible]	
67.8	202	[illegible]	[illegible]
32.2	96	[illegible]	
100.0	298	[illegible]	

[illegible] 3.3

[illegible]

[illegible] 32 [illegible]

[illegible]

1- [illegible] 13 [illegible]

2- [illegible] 10 [illegible]

3- [illegible] 9 [illegible]

[illegible]

1 - [illegible] (Mayer and Allen,1993) [illegible] 1997 [illegible] 1999 [illegible] 1999 [illegible] 2001 [illegible] (2002 [illegible]).

2 - [illegible]

3 - [illegible]

[illegible] (5) [illegible] (4) [illegible] (3) [illegible]

1 (3.5 - ...)

2 (2.50 - 3.49)

3 (... - 2.49)

4.3

(41) ... (32) ... (9) ... (12) ...

5.3

(20) ... (0.91) ... (0.80) ... (2) ... (0.80) ... (0.82) ...

(3) [illegible]

[illegible]

[illegible]	[illegible]
0.80	[illegible]
0.82	[illegible]
0.80	[illegible]
0.91	[illegible]

[illegible] (3) [illegible]

6.3 [illegible]:

[illegible]

1. [illegible] (298) [illegible]
2. [illegible]
3. [illegible]
4. [illegible] (298) [illegible]

5. [illegible] (SPSS) [illegible]
[illegible].

3.[illegible]:

[illegible]:

[illegible]:

1- [illegible].

2- [illegible] 5 [illegible] 10 [illegible] 6 [illegible]
11 [illegible] 15 [illegible] 16 [illegible] 20 [illegible].

3- [illegible].

4- [illegible].

[illegible]:

[illegible].

3.8 [illegible]:

[illegible]
(SPSS) [illegible]:

1- [illegible]
[illegible].

2- [illegible] One-way
ANOVA.

[illegible]

[illegible]

[illegible]

[illegible] 1.4 [illegible]:

[illegible]

(4) [illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	80.02	0.86	4.00	[illegible]	1
[illegible]	75.39	0.89	3.77	[illegible]	2
[illegible]	71.17	0.98	3.56	[illegible]	3
[illegible]	75.53	0.91	3.78	[illegible]	

[illegible] (3.78) [illegible] (4) [illegible] (4.00) [illegible] (3.77) [illegible] (3.56) [illegible].

[illegible]

1. [illegible] (5) [illegible]

(5) [illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1	[illegible]	4.49	0.716	89.73	[illegible]
2	[illegible]	4.44	0.824	88.86	[illegible]
3	[illegible]	4.13	0.820	82.50	[illegible]
4	[illegible]	4.12	0.832	82.36	[illegible]
5	[illegible]	4.04	0.890	80.81	[illegible]
6	[illegible]	4.02	0.906	80.40	[illegible]
7	[illegible]	3.76	0.928	75.13	[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	74.43	0.800	3.72	[illegible]	8
[illegible]	74.09	0.888	3.70	[illegible]	9
[illegible]	72.48	0.932	3.62	[illegible]	10
[illegible]	71.7	0.943	3.59	[illegible]	11
[illegible]	70.34	0.979	3.52	[illegible]	12
[illegible]	37.23	1.053	1.86	[illegible]	13
[illegible]	75.39	0.89	3.77	[illegible]	

[illegible] (5) [illegible] (4.49- 3.52) [illegible] (3,52) [illegible] (3.59) [illegible] (3.62) [illegible] (3.70) [illegible] (3.72) [illegible] (3.76) [illegible] (3.76) [illegible] (4.02) [illegible]

[illegible] (4.12) [illegible] (4.13) [illegible] (4.44) [illegible] (4.49) [illegible] .(1.86)

- 1 [illegible] (6) [illegible]:

(6) [illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1	[illegible]	4.44	0.766	88.81	[illegible]
2	[illegible]	4.41	0.853	88.16	[illegible]
3	[illegible]	4.26	0.786	85.19	[illegible]
4	[illegible]	4.22	0.785	84.47	[illegible]
5	[illegible]	4.16	0.950	83.19	[illegible]
6	[illegible]	4.00	0.798	80.07	[illegible]
7	[illegible]	3.84	0.784	76.88	[illegible]
8	[illegible]	3.72	0.928	74.44	[illegible]
9	[illegible]	3.58	1.026	71.66	[illegible]
10	[illegible]	3.37	0.908	67.32	[illegible]
11	[illegible]	4.00	0.86	80.02	[illegible]

(7) [illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	87.01	0.732	4.35	[illegible]	1
[illegible]	76.41	0.897	3.82	[illegible]	2
[illegible]	73.54	0.985	3.68	[illegible]	3
[illegible]	73.08	0.897	3.65	[illegible]	4
[illegible]	71.43	1.283	3.57	[illegible]	5
[illegible]	68.57	0.894	3.43	[illegible]	6
[illegible]	67.14	1.041	3.36	[illegible]	7
[illegible]	65.53	1.028	3.28	[illegible]	8
[illegible]	57.82	1.044	2.89	[illegible]	9
[illegible]	71.17	0.98	3.56	[illegible]	10

[illegible] (7) [illegible] (4.35- 3.57) [illegible] (3.57) [illegible] (3.65) [illegible] (3.68) [illegible]

(3.82) (4.35) (2.89) (3.28) (3.36) (3.43)

.(3.43- 2.89)

2.4

(8)

(8) [illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
0.683	0.167	0.037	1	0.037	[illegible]	[illegible]
0.024*	2.857	0.638	4	2.554	[illegible]	
0.062	2.812	0.628	2	1.257	[illegible]	
0.235	1.418	0.317	1	0.317	[illegible]	
		0.223	241	53.863	[illegible]	
			298	4,305.171	[illegible]	
			297	70.418	[illegible]	
0.622	0.243	0.070	1	0.070	[illegible]	[illegible]
0.033*	2.668	0.768	4	3.072	[illegible]	
0.267	1.328	0.382	2	0.765	[illegible]	
0.275	1.195	0.344	1	0.344	[illegible]	
		0.288	238	68.515	[illegible]	
			295	4,803.993	[illegible]	
			294	83.549	[illegible]	
0.173	1.869	0.496	1	0.496	[illegible]	[illegible]
0.184	1.565	0.415	4	1.661	[illegible]	
0.435	0.836	0.222	2	0.443	[illegible]	
0.291	1.120	0.297	1	0.297	[illegible]	
		0.265	238	63.123	[illegible]	
			294	3,807.341	[illegible]	
			293	84.050	[illegible]	
0.496	0.465	0.091	1	0.091	[illegible]	[illegible]
0.021*	2.932	0.571	4	2.283	[illegible]	
0.162	1.836	0.357	2	0.715	[illegible]	
0.673	0.179	0.035	1	0.035	[illegible]	
		0.195	241	46.910	[illegible]	
			298	4,302.912	[illegible]	
			297	60.273	[illegible]	

*[illegible] $(0.05 \geq \alpha)$

(8) [illegible]

[illegible]

[illegible]

[illegible]

3.4 [illegible]

[illegible] (3.78) [illegible] (4.00) [illegible] (3.77) [illegible] (3.56) [illegible]

[illegible]

4 [illegible]

[illegible]

[illegible]

[illegible] (3.78) [illegible]

1 - [illegible] (4.00) [illegible]

[illegible]

(3.70 ، 3.72 ، 3.76)

1977

2002

(2002

(3.59)

:Mayer and allen, 1991)

(2006 (1999 (1998 (1997

(1999 (1988

.(2001

2 -

(1997 (1988

(2006 (2001 (1999 (1999

.(2006 (Deloria, 2001)

3 -

(2006 ... 2001
.(2006 ... 1999 ... 1999 ... 1997

4 -

(2001 ...

.(1987 ...

5.4

1 -

2 -

3 -

4 -

5 -

(2004) 40-1 1 24

(2002)

(2007)

(1996)

125-113

(1997) 67-13 70

(1998) 8-71 72 20

(2007)

13

(1999)

[illegible] (2005) [illegible]

[illegible] (2002) [illegible]

[illegible] (2003) [illegible]

[illegible] (2006) [illegible]

[illegible] (1998) [illegible]

[illegible]:

Andro,P,(2006).**Organizational Commitment of senior woman Administrators**,The degree of doctor of Education,The Florida stste Universty,College of Education.

Joseph Boehman, ,(2006**).Affective,Continuance and Norenative commitment among student affairs profeesional**, TheGreduate faculty of North Carolina stste University in partial fulfillment of the requirements for the degree of Doctor of Education.

Chi-Shan,Yang.(2006**).The Reserch on the influence of Job satisfaction of Taichung city college and University staffon the Organizational commitment**.

Coberly -Beth –Marie,(2004) .**Faculty satisfaction and Oranizational commitment with industry** –University research centers,North –Carolina- State –Unirersity.

Deloria,Julie,(2001).**Acomparative study of Employe commitment ,core and contrad Employes in a Federal Agency.**

Fflynn,A.A.(2001).Dimensions of organizational **commitment related to tenure**, performance and turnover intention , PhD,Dai-A. PP1-24.

James, lindenmayer Frederick,(1992).**An analysis of selected variables related to organizational commitment at lowa community colleges,** the university of Iow

Kaiser-Dawn-M,(2005). **Organizational commetment at Kirtland community colleg: Ananalysis of generational of differences in the work force** (Michigan)capella- university.

Kennerly,susan,(2005).**Organizationalclimate,Role biguity,Role conflict and Anurse faculty work Role Balance**:Influence on organizational and Turnover intention,phd,University of cininnati, Nursing, doctor of program.

Meyer, J. P., & Allen, N. J. (1991). **A three-component conceptualization of organizational commitment. Human Resource Management** Review, 1, 61–89.

Price,Fain – Juanita,(1992).**Organizational citizen ship behavior and organizational commitment in relationship to a university professsion of development program** ,OhIo university.

RodreickP.**Iverson and ponnaM. Buttigieg,(1998).Affective, Normative,and continuance commitment**: Department of Management,faculty of Economics and commerce university of Melbourne, Australia

Schroder Ralph, (2003).**Job satisfaction and the relation ship to organizational commitment and religious commitment for Andrews University employees (Michigen)** ,Andrews – university.

Shelton I v,Brookover-Robert,(2002).**An assessment of organizational commitment among faculty at clemson university (south Carolina)**,phD,Clemson-university.

Steers,R.M.(1997).**Antecedents and consequences of organizational commitment .Administrative science Quarterly**,22:46-

Steers,R.M.(1977).**Antecedents and Outcomes of Organizational Commitment Administrative Science Quarterly**, Vol. 22, No. 1. (Mar., 1977), pp. 46-56.

[illegible]

:ǂŏǮ ƤT ƘĞǻǿ ýĂǕƒ ĐǮǃƒ

:Ǒdžǿƒ ýƝǰdž- 1

ǀǰƧĂǂǷ ☐ Ƨǿǩ ƞǴdž ☐

:ǁƧƕƒ ƘƒĂǋǰ- 2

ƘƒĂǋǰ 10 Ĭ !ǫ6 Ǉǰdž ☐ ƘƒĂǋǰ Σ dž ǇǰdžǷƿǮ ☐

ǂǋǰ 20 Ĭ !ǫ16 Ǉǰdž ☐ ǂǋǰ 15 Ĭ !ǫ11Ǉǰdž ☐

ǂǋǰ ǇǰƧƬƵ Ǉǰdž ǂĂ5Ǵǵǂ ☐

:ǴǰýdžǩǑƙƒ ǂzdžǵ!ƒ- 3

ƧǴǿ ☐ ƧǴǮ ☐

ǎĂƨǇǰ ☐

(ǂǑ Ǉǹ!ƒ ǂƕǴǂ ĂƞƧƊ) ....:ǂǑ Ǉǹ!ƒ- 4

:ǑŁǤƒ Đž!ƒ

‖ù!ŖĂ Đǂǒù ĐžŽ1ƧǤǒ ýǂ ƽǤǓǇƒ ǰ ǒdžǇǤǒ ƞƧǒ Kƒ'ƧǤǒƒ LǇǄƵ ĂdžǇ dž ǑĐǑǔǒǗ

ǂùƞƧǒùǓƧù ǒǂǂ ƞƧǒùǒƞ ƖƧǒǂǂ ƞƧǒ)ǂƮ ǒĐƒ Kƒ'ƧǤǒPǓƒ LǇǄǒ ƒĂ ƧǤǒPǤǒ

ƧǤǒPǓƒ ĐǤǒĐž(√)ƖƧǤ Tǫyư Ăhǁ‖!ŖĂ (ƒǒ ǂĐǒŽƞƧǒùǓ ĐǒŽƞƧǒùǓ Ʈ Ăǂdž

:ƔƮ ǤǒǇ

ǂƞƧǒ ƒǒ ǂĐǒŽ	ǂƞƧǒ ǂĐǒŽ	ǂƞƧǒ ǂƮ Ăǂdž	ǂƞƧǒ ƖƧǒǂ	ǂƞƧǒ ƒǒ ƖƧǒǂ	ǑƷǓǤƒ ýǤǒdžǓĂĐ	Dž
					ǂzǒǤĐǑǤǇǓǤƵTƒ	1
					LĐƔ ùƞǒ ƶ ùƲĂǂdž LĐǒǇƒ Ǔ ǐ Ŗù!ƒ LǤǂǒĐǑǤǒ ǑǓĂ Ƨǒǒ .NǇýdžǒ	- 2
					Ƨùlǒǂzǒǒ!ƒ KǓǂTdžǇĐƵTƒ .ǂƮ Ǥ!ƒ ǑǓǂTdž	- 3
					KǤǒǓƵ ǤǤLǒǑĐǒŽ Ǒ! ǑǒǒǓ ƽǤƷLǓƧǤPĂ ýPƒǒ ǂǒǤǒƒ .ýdžƒ	- 4
					LǇǄǂƒ ǒǒ ĐǒǇ ƒǒǒ Ǔƒ ǐ ǒ Ǒù5ǂzǒǤǒ!ƒ ǇŖNǇƖƵƮǤdžƴǒĂdž .ƟǤǇƒ ƽ ǒǒk	- 5
					ǂùzǒǤǒ!ƒ ǇŖNǇLƵ ǂ ǒǒ!ǤǇƴdžƒ .ýdžƒ ƲƧǤP ǑƑǒƮ ĐƴĂdž	- 6
					ǑùĐǒŽ ǤƒĐǑ5ǂǒǒ!ƒ ƽ ĐǒŽǑ! .ǂƮùǤǇǑǒƧĐǑƒ ǂ‖ǒƷǤǒ	- 7
					ƧǒƮ dž ĐžŽ ǒǒ ǑLǇǒƵTƒ Ǔ .ǂzǒǤǒ!ƒ ǇŖNǇ	- 8
					ǂzǒǤǒ!ƒ ǇŖNǇǑ5 ýdžĐŽ ƧƒƧ Lǫ .ƒǂǒdžĐP LǤǂ	- 9
					ǑLǇǇhLǒùPǓƒ ƧǒƒLǤǒPǒ	

					[illegible]	- 10
					[illegible]	- 11
					[illegible]	- 12
					[illegible]	- 13
					[illegible]	- 14
					[illegible]	- 15
					[illegible]	- 16

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
					[illegible]	1
					[illegible]	2
					[illegible]	3
					[illegible]	4
					[illegible]	5
					[illegible]	6
					[illegible]	7
					[illegible]	8
					[illegible]	9
					[illegible]	10
					[illegible]	11

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
					[illegible]	1
					[illegible]	2
					[illegible]	3
					[illegible]	4
					[illegible]	5
					[illegible]	6
					[illegible]	7
					[illegible]	8
					[illegible]	9
					[illegible]	10
					[illegible]	11
					[illegible]	12
					[illegible]	13

[illegible]

[illegible]

ƚǑ ƬƮ ƘƓǖǓ ýǙ ƒ ƊǕ!ƒ

:ǑǊǊǆ ýǋǈǊ - 1

ǇǓƨ ƞǇ ☐ ǀǉƨǈǂǃ ☐

:ƖƨƝ!ƒ ƘƒǗǇ - 2

ƊƥǕǊǈ ƩǓ ƘƒǗǇ ☐ ǈǓǆ 6! Ǐ 10 ƘƒǗǇ ☐

ǈǓǆ 11! Ǐ 15ƚǇ ☐ ǈǓǆ 16! Ǐ 20 ƚǇ ☐

ǈǓǆ ƨƮ ǈǓǆ ƚǇ ǓǆǕ ǓƩǗ ☐

: ǓǊǉǆǌ ǑǊǃ ƚƷǓǕ!ƒ - 5

ƨǏ ☐ ƨǐǉ ☐

ǚ ǄǇ ☐

ƚǑ ǇǊ!ƒ - 8..(ƚǑ ǇǊ!ƒ ƚǋǓ ǈǋƨǊ)

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
					[illegible]	1
					[illegible]	2
					[illegible]	3
					[illegible]	4
					[illegible]	5
					[illegible]	6
					[illegible]	7
					[illegible]	8
					[illegible]	9
					[illegible]	11

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
					[illegible]	1
					[illegible]	2
					[illegible]	3
					[illegible]	4
					[illegible]	5
					[illegible]	6
					[illegible]	7
					[illegible]	8
					[illegible]	9
					[illegible]	10

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
					[illegible]	1
					[illegible]	2
					[illegible]	3
					[illegible]	4
					[illegible]	5
					[illegible]	6
					[illegible]	7
					[illegible]	8
					[illegible]	9

In the Name of Allah, the Most Merciful, the Most Gracious

Sohar University

Faculty of Humanities and Social Sciences

Dear Sir/ Madam

The researcher in conducting a field-work regarding job commitment among staff members at private universities as a partial fulfilment of M.A degree in educational administration at Sohar University. Could you kindly tackle all the items of the questionnaire precisely and objectively relying on you knowledge and experience in the field of educational administration. The researcher assert the everything written in the questionnaire will be secretive and only used for the purposes of the research.

Thank you for cooperation.

Researcher/ Maryam Al-Hamdani

Section 1: Personal information

1. Scientific Degree

M.A ☐ Ph.D ☐

2. Years experience

Less than 5 years ☐ six- ten ☐

11- 15 ☐ 16- 20 ☐

More than 20 ☐

3. The university you are teaching at

Sohar ☐ Dhofar ☐

Nizwa ☐

4. Nationality ....

5. Arabic ☐ Non Arabic ☐

Section (2)

Please choose the most appropriate answer that best represents your view in the following statements:

	(1) The Emotional part	Extremely	Very Much	Moderately	Little	Very Little
1	I feel that I belong to this university.					
2	I believe that the employee must always show loyalty to the place wherein he works.					
3	I consider the problems faced by the university to be my own.					
4	I am ready to exert all my efforts to support the university.					
5	I have complete freedom to do my job in the way I deem appropriate.					
6	I feel dedicated toward the future of the university.					
7	My decision to work at this university was definitely wrong.					
8	I feel proud to announce before the others that I am university employee.					
9	I speak before y friends that the university deserves all the dedication, effort, and endeavor.					
10	I feel that there are brotherly relations and affection among the staff members.					
11	I get the support of my colleagues at work when needed.					
12	The university encourages me to give the best I have at work.					

	(2) The Moral part	Extremely	Very Much	Moderately	Little	Very Little
1	**This university deserves all the respect and dedication.**					
2	**I feel indebted to the university.**					
3	**I accept any kind of work based on my commitment to the duties.**					
4	**I feel morally committed to continue working at the university.**					
5	**The university I work at has a priority in my life.**					
6	**I consider my success at this university to be part of my career success.**					
7	**The university's values and mine are similar.**					
8	**I care about the development of the university ahead of the others ones.**					
9	**I prefer working at this university even if I find other job opportunities.**					
10	**Even if I get a better employment offer, I will not leave the university.**					

	(3) The Continuous part	Extremely	Very Much	Moderately	Little	Very Little
1	The university offers many privileges unavailable at other universities.					
2	I am ready to accept any kind of job to continue working at the university.					
3	I have learned fro my childhood the meaning of continuous loyalty to my work.					
4	I have full authority to do my job in the best manner.					
5	I get a satisfactory income that encourages me to continue working.					
6	I may leave the university for minor changes that occur in my present situation.					
7	It is hard to leave my work at this time even if I want to.					
8	It is easy to join a new university and get engaged in it as it is the case with the university.					
9	I plan to stay at this university until my retirement.					

[illegible]

[illegible]

Sohar University
Office of Vice-Chancellor

جامعة صحار
مكتب رئيس الجامعة

الرقم: ٢٠٠٨/٢٤٧
التاريخ: ١٤ أكتوبر ٢٠٠٨م

الفاضل/ مدير مكتب رئيس جامعة نزوى المحترم

السلام عليكم ورحمة الله وبركاته، وبعد،،،

الموضوع: الباحثه/ مريم بنت سالم بن حمدان الحمدانية

تقوم الفاضلة/ مريم بنت سالم بن حمدان الحمدانية بإجراء بحث بعنوان " **الولاء التنظيمي لدى أعضاء الهيئة التدريسية في الجامعة العمانية الخاصة** " كمتطلب من متطلبات الحصول على درجة الماجستير في الادارة التربوية في جامعة صحار.

راجين التكرم بتسهيل مهمة الباحثه في تنفيذ الدراسة من خلال توزيع الاستبانة المرفقة.

وتفضلوا بقبول فائق الاحترام والتقدير،،،

محمد بن عبدالله المقبالي
مدير مكتب رئيس الجامعة

SOHAR UNIVERSITY

Great Futures Begin With Great Education

P.O. Box: 44, P.C.: 311, Sohar, Sultanate of Oman - Tel.: 26720101, Fax: 26720102
www.soharuni.edu.om

الرقم: ٢٠٠٨/٢٤٧
التاريخ: ١٨ أكتوبر ٢٠٠٨م

الفاضل/ رئيس جامعة ظفار المحترم

السلام عليكم ورحمة الله وبركاته..وبعد:

الموضوع: الباحثه/ مريم بنت سالم بن حمدان الحمدانية

تقوم الفاضلة/ مريم بنت سالم بن حمدان الحمدانية بإجراء بحث بعنوان " **الولاء التنظيمي لدى أعضاء الهيئة التدريسية في الجامعة العمانية الخاصة** " كمتطلب من متطلبات الحصول على درجة الماجستير في الإدارة التربوية في جامعة صحار.

راجين التكرم بتسهيل مهمة الباحثه في تنفيذ الدراسة من خلال توزيع الاستبانه المرفقة.

وتفضلوا بقبول فائق الاحترام والتقدير،،،

محمد بن عبدالله المقبالي
مدير مكتب رئيس الجامعة

SOHAR UNIVERSITY